About The New England Common Assessment Program

ENGLAN results from the Fall 2011 Beginning of Grade New **England Common** Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of ASSESSMENT each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

This report highlights

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiplechoice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct

answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test,

students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

GRAM

This report contains a variety of schooland/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2011 **Beginning of Grade 5 NECAP Tests**

Grade 5 Students in 2011-2012

School Results

School: Benton Elementary School

District: RSU 49/MSAD 49

Code: 1243-1674



Fall 2011 - Beginning of Grade 5 NECAP Tests Grade 5 Students in 2011-2012 **Grade Level Summary Report**

School: **Benton Elementary School**

District: **RSU 49/MSAD 49**

State: Maine Code: 1243-1674

DADTICIDATION : NECAD					Numbe	r							Po	ercenta	ge			
PARTICIPATION in NECAP		School			Distric	t		State			School			District	t		State	
Students enrolled on or after October 1		112			181			13,739			100			100			100	
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	112	112	112	181	181	181	13,422	13,440	13,395	100	100	100	100	100	100	98	98	97
With an approved accommodation	21	21	21	35	35	35	2,707	2,743	2,599	19	19	19	19	19	19	20	20	19
Current LEP Students	0	0	0	1	1	1	436	449	434	0	0	0	1	1	1	3	3	3
With an approved accommodation	0	0	0	0	0	0	196	212	185			r i i	0	0	0	45	47	43
IEP Students	26	26	26	41	41	41	2,123	2,131	2,111	23	23	23	23	23	23	16	16	16
With an approved accommodation	21	21	21	33	33	33	1,751	1,755	1,694	81	81	81	80	80	80	82	82	80
Students not tested in NECAP	0	0	0	0	0	0	317	299	344	0	0	0	0	0	0	2	2	3
State Approved	0	0	0	0	0	. 0	243	229	234						r i	77	77	68
Alternate Assessment	0	0	0	0	0	0	219	212	210			1			r i	90	93	90
First Year LEP	0	0	0	0	0	0	5	0	5			1			r i	2	0	2
Withdrew After October 1	0	0	0	0	0	0	0	0	0			1			r 1	0	0	0
Enrolled After October 1	0	0	0	0	0	0	0	0	0			1				0	0	0
Special Consideration	0	0	0	0	0	0	19	17	19			1				8	7	8
Other	0	0	0	0	0	0	74	70	110	:		-				23	23	32

NFCΔP RESULTS

						Schoo	ol									Dist	trict					Sta	ate		
	Enrolled	NT Approved	NT Other	Tested	Lev	vel 4	Lev	rel 3	Lev	vel 2	Leve	el 1	Mean Scaled	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled
	N	N	N	N	N	%		%	N	%	N	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
READING	112	0	0	112	20	18	61	54	21	19	10	9	546	181	13	53	24	10	544	13,422	15	53	23	9	545
МАТН	112	0	0	112	15	13	48	43	21	19	28	25	541	181	11	44	22	23	540	13,440	16	48	18	18	543
WRITING	112	0	0	112	4	4	50	45	47	42	11	10	540	181	2	37	45	15	538	13,395	6	35	45	14	538

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 5 NECAP Tests Grade 5 Students in 2011-2012

Reading Results

School: Benton Elementary School

District: RSU 49/MSAD 49

State: Maine Code: 1243-1674

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 556-580)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 540-555)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text. (Scaled Score 530–539)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 500-529)

	Enrolled	NT Approved	NT Other	Tested	Leve	el 4	Leve	el 3	Lev	el 2	Leve	el 1	Mean
	N	N	N	N	N	%	N	%	N	%	N	%	Scaled Score
School		: :									:		
2009-10	115	0	4	111	20	18	61	55	22	20	8	7	546
2010-11	117	1 1	1	115	26	23	58	50	23	20	8 :	7	547
2011-12	112	0	0	112	20	18	61	54	21	19	10	9	546
Cumulative Total	344	1	5	338	66	20	180	53	66	20	26	8	546
District													
2009-10	182	3	4	175	28	16	100	57	37	21	10	6	546
2010-11	174	2	2	170	35	21	91	54	34	20	10	6	547
2011-12	181	0	0	181	23	13	96	53	44	24	18	10	544
Cumulative Total	537	5	6	526	86	16	287	55	115	22	38	7	546
State													
2009-10	13,920	196	83	13,641	2,058	15	7,796	57	2,776	20	1,011	7	546
2010-11	13,877	317	100	13,460	2,072	15	7,399	55	2,860	21	1,129	8	545
2011-12	13,739	243	74	13,422	2,060	15	7,096	53	3,072	23	1,194	9	545
Cumulative Total	41,536	756	257	40,523	6,190	15	22,291	55	8,708	21	3,334	8	545

Culturalia	Total			ı	Percen	t of To	otal Po	ssible	Point	s			
Subtopic	Possible Points	0	10	20	30	40	50	60	70	80	90	100	
Word ID/Vocabulary	25							-	◆				
Type of Text													School
Literary	56		:			_	-						▲ District♦ State
Informational	49						<u> </u>						— Standard Error Bar
Level of Comprehension			:	:									
Initial Understanding	50				1	-	<u>◆</u>						
Analysis & Interpretation	55			:		_	<u>→</u> :						



Fall 2011 - Beginning of Grade 5 NECAP Tests Grade 5 Students in 2011-2012 Disaggregated Reading Results

School: Benton Elementary School

District: RSU 49/MSAD 49

State: Maine Code: 1243-1674

						Scho	ol									Dist	trict					Sta	ate		
REPORTING CATEGORIES	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Lev	rel 3	Lev	el 2	Lev	el 1	Mean Scaled	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled
	N	N	N	N	N	%	N	: %	N	%	N	%	Score	N	%	: %	. %	%	Score	N	%	%	: %	%	Score
All Students	112	0	0	112	20	18	61	54	21	19	10	9	546	181	13	53	24	10	544	13,422	15	53	23	9	545
Gender																		1							
Male	51	0	0	51	7	14	28	55	11	22	5	10	545	90	10	49	28	13	543	6,936	10	52	26	11	543
Female	61	0	0	61	13	21	33	54	10	16	5	8	547	91	15	57	21	7	546	6,486	21	54	19	6	547
Not Reported	0	0	0	0							_			0				1		0				-	
Race/Ethnicity						:											:						:		
Hispanic or Latino Not Hispanic or Latino	1	0	0	1										1						221	13	47	29	11	543
American Indian or Alaskan Native	1	0	0	1				1						1						117	6	40	38	15	539
Asian Asian	0	0	0	0										1 1						239	21	55	, 30 : 15	9	547
Black or African American	1	0	0	1										2				1		387	5	35	29	30	537
Native Hawaiian or Pacific Islander	0	0 0	0	0				1						0						13	38	38		15	549
White	108	0	0	108	20	19	59	55	21	19	8	7	546	175	13	53	25	9	545	12,290	16	54	8 23	8	545
	100	0	0	100	20	. 19) 59	. 55	21	. 19	°	,	540	1/5	15	. 55	25	9	545	155	13	53	24	10	545
Two or more races No Race/Ethnicity Reported	0	0	0	0										0				1 1		0	13	23	24	10	545
LEP Status																		1							
Current LEP student	0	0	0	0				1						1						436	5	34	32	29	537
Former LEP student - monitoring year 1	0	0	0	0				1						0						21	38	62	0	0	554
Former LEP student - monitoring year 2	0	0	0	0				1						0						15	60	33	7	0	557
All Other Students	112	0	0	112	20	18	61	54	21	19	10	9	546	180	13	53	24	10	544	12,950	16	54	23	8	545
IEP						:											:	!					:		
Students with an IEP	26	0	0	26	2	8	6	23	9	35	9	35	536	41	5	27	34	34	535	2,123	1	25	39	35	534
All Other Students	86	0	0	86	18	21	55	64	12	14	1	1	549	140	15	61	21	3	547	11,299	18	58	20	4	547
SES																									
Economically Disadvantaged Students	63	0	0	63	11	17	30	48	14	22	8	13	544	116	11	48	28	13	543	6,165	8	48	29	14	541
All Other Students	49	0	0	49	9	18	31	63	7	14	2	4	548	65	15	62	18	5	547	7,257	22	57	17	4	548
Migrant																		:							
Migrant Students	0	0	0	0				1						0						7					
All Other Students	112	0	0	112	20	18	61	54	21	19	10	9	546	181	13	53	24	10	544	13,415	15	53	23	9	545
Title I						:											:	1					:		
Students Receiving Title I Services	23	0	0	23	1	4	9	39	9	39	4	17	539	37	3	35	46	16	538	2,638	5	41	40	14	540
All Other Students	89	0	0	89	19	21	52	58	12	13	6	7	548	144	15	58	19	8	546	10,784	18	56	19	8	546
504 Plan						:		:									:	1					:		
Students with a 504 Plan	0	0	0	0				1						4			:			300	9	52	30	9	543
All Other Students	112	0	0	112	20	18	61	54	21	19	10	9	546	177	13	53	24	10	544	13,122	15	53	23	9	545

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient



Fall 2011 - Beginning of Grade 5 NECAP Tests Grade 5 Students in 2011-2012 Mathematics Results

School: Benton Elementary School

District: RSU 49/MSAD 49

State: Maine **Code:** 1243-1674

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 554–580)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations. (Scaled Score 540–553)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations. (Scaled Score 533–539)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 500–532)

	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Leve	el 3	Lev	el 2	Lev	el 1	Mean
	N	N	N	N	N	%	N	%	N	%	N	%	Scaled Score
School													
2009-10	115	0	3	112	11	10	53	47	20	18	28	25	541
2010-11	117	1	1	115	14	12	57	50	30	26	14	12	543
2011-12	112	0	0	112	15	13	48	43	21	19	28	25	541
Cumulative Total	344	1	4	339	40	12	158	47	71	21	70	21	542
District		: :											
2009-10	182	3	3	176	21	12	81	46	31	18	43	24	541
2010-11	174	2	2	170	18	11	84	49	45	26	23	14	543
2011-12	181	0	0	181	20	11	80	44	39	22	42	23	540
Cumulative Total	537	5	5	527	59	11	245	46	115	22	108	20	541
State		: :											
2009-10	13,920	168	77	13,675	2,399	18	6,271	46	2,461	18	2,544	19	543
2010-11	13,877	246	107	13,524	2,093	15	6,150	45	2,667	20	2,614		543
2011-12	13,739	229	70	13,440	2,207	16	6,438	48	2,439	18	2,356	18	543
Cumulative Total	41,536	643	254	40,639	6,699	16	18,859	46	7,567		7,514		543

	Total				Percei	nt of T	otal Po	ossible	Point	s			
Subtopic	Possible Points	0	10	20	30	40	50	60	70	80	90	100	
Numbers & Operations	73	:	:	:		-	•						School
		;	:	:	:		_: ◆	:	:	:	:		▲ District
Geometry & Measurement	32				:	7							◆ State
						-	—						— Standard
Functions & Algebra	32	:	:	:	:		*	. :					Error Bar
Data, Statistics, & Probability	25				:	_	•						
Data, Statistics, & Flobability	25	:	:		:	_	•	:	:	:	:		



Fall 2011 - Beginning of Grade 5 NECAP Tests Grade 5 Students in 2011-2012 Disaggregated Mathematics Results

School: Benton Elementary School

District: RSU 49/MSAD 49

State: Maine Code: 1243-1674

						Scho	ol									Dist	trict					Sta	ate		
REPORTING CATEGORIES	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Lev	rel 3	Lev	vel 2	Lev	el 1	Mean Scaled	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled	Tested	Level 4	Level 3	Level 2	Level 1	Mean
	N	N	N	N	N	%	N	: %	N	%	N	%	Score	N	%	: %	: %	%	Score	N	%	%	: %	%	Score
All Students	112	0	0	112	15	13	48	43	21	19	28	25	541	181	11	44	22	23	540	13,440	16	48	18	18	543
Gender																		1							
Male	51	0	0	51	8	16	21	41	11	22	11	22	542	90	13	40	26	21	541	6,949	17	47	18	18	543
Female	61	0	0	61	7	11	27	44	10	16	17	28	540	91	9	48	18	25	540	6,491	16	49	18	17	543
Not Reported	0	0	0	0	-									0	_					0		·			
Race/Ethnicity										:						:	:	1				!	:		
Hispanic or Latino	1	0	0	1						:				1		:	:			224	12	38	21	29	539
Not Hispanic or Latino		_	_					1		:						:	;	i			_ :				
American Indian or Alaskan Native	1	0	0	1		:		1		;				1		:	;	i		119	7	47	24	23	540
Asian	0	0	0	0				1		;				1		:	;	i		242	23	48	; 14	15	546
Black or African American	1	0	0	1		:		1		;				2		:	;	i		392	4	31	; 21	44	534
Native Hawaiian or Pacific Islander	0	0	0	0				1						0			1			13	23	54	; 8	15	546
White	108	0	0	108	15	; 14	46	; 43	20	; 19	27	25	541	175	11	; 45	; 21	23	540	12,295	17	49	18	16	543
Two or more races No Race/Ethnicity Reported	0	0	0 0	0										1 0				1		155 0	19	45	18	18	543
LEP Status																		!				! !			
Current LEP student	0	0	0	0						:				1		:		:		449	3	32	20	44	534
Former LEP student - monitoring year 1	0	0	0	0						:				0		:				21	43	48	5	5	553
Former LEP student - monitoring year 2	0	0	0	0				1		:				0		:				15	47	33	7	13	555
All Other Students	112	0	0	112	15	13	48	43	21	19	28	25	541	180	11	44	22	23	540	12,955	17	48	18	17	543
IEP																						! !			
Students with an IEP	26	0	0	26	2	8	3	12	4	15	17	65	530	41	5	20	17	59	531	2,131	3	24	24	49	532
All Other Students	86	0	0	86	13	15	45	52	17	20	11	13	544	140	13	51	23	13	543	11,309	19	52	17	12	545
SES																	:	!				!		i	
Economically Disadvantaged Students	63	0	0	63	7	11	23	37	12	19	21	33	538	116	9	40	22	30	538	6,181	8	43	23	26	539
All Other Students	49	0	0	49	8	16	25	51	9	18	7	14	544	65	15	52	22	11	544	7,259	23	52	14	10	546
Migrant										:						:	:					!			
Migrant Students	0	0	0	0				1						0			!			7					
All Other Students	112	0	0	112	15	13	48	43	21	19	28	25	541	181	11	44	22	23	540	13,433	16	48	18	18	543
Title I										:							:	1 1				!			
Students Receiving Title I Services	23	0	0	23	0	. 0	2	9	8	35	13	57	531	37	0	27	32	41	533	2,644	3	36	30	32	537
All Other Students	89	0	0	89	15	17	46	52	13	15	15	17	543	144	14	49	19	19	542	10,796	20	51	15	14	545
504 Plan										:							:	1				1 			
Students with a 504 Plan	0	0	0	0				1		:				4						300	10	45	24	20	541
All Other Students	112	0	0	112	15	13	48	43	21	19	28	25	541	177	11	45	21	23	540	13,140	17	48	18	17	543

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient



Fall 2011 - Beginning of Grade 5 NECAP Tests Grade 5 Students in 2011-2012

Writing Results

School: Benton Elementary School

District: RSU 49/MSAD 49

State: Maine **Code**: 1243-1674

Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

(Scaled Score 555–580)

Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

(Scaled Score 540–554)

Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

(Scaled Score 527–539)

Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning. (Scaled Score 500–526)

	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Lev	el 3	Lev	el 2	Lev	el 1	Mean
	N	N	N	N	N	%	N	%	N	%	N	%	Scaled Score
School 2009-10													
2010-11	117	1 1	1	115	6	5	49	43	53	46	7 :	6	540
2011-12	112	0	0	112	4	4	50	45	47	42	11	10	540
Cumulative Total	229	1	1	227	10	4	99	44	100	44	18	8	540
District 2009-10													
2010-11	174	2	2	170	10	6	72	42	77	45	11	6	541
2011-12	181	0	0	181	4	2	67	37	82	45	28	15	538
Cumulative Total	355	2	2	351	14	4	139	40	159	45	39	11	539
State 2009-10													
2010-11	13,877	309	133	13,435	1,137	8	4,644	35	6,302	47	1,352	10	539
2011-12	13,739	234	110	13,395	771	6	4,637	35	6,069	45	1,918	14	538
Cumulative Total	27,616	543	243	26,830	1,908	7	9,281	35	12,371	46	3,270	12	539

6.1	Total				Perce	nt of T	otal Po	ossible	Point	:s				
Subtopic	Possible Points	0	10	20	30	40	50	60	70	80	90	100	•	School
Multiple Choice	10				:					—	- :		•	District
Short Responses	12		:			-	•						•	State Standard
Extended Response	12					*	- :							Error Bar
Extended Response	12		:			*								



Fall 2011 - Beginning of Grade 5 NECAP Tests Grade 5 Students in 2011-2012 Disaggregated Writing Results

School: Benton Elementary School

District: RSU 49/MSAD 49

State: Maine Code: 1243-1674

						Scho	ool									Dist	trict					Sta	ate		
REPORTING CATEGORIES	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Lev	el 3	Lev	el 2	Lev	rel 1	Mean Scaled	Tested	Level 4	Level	Level 2	Level 1	Mean Scaled	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled
	N	N	N	N	N	. %	N	: %	N	· : %	N	: %	Score	N	%	: %	: %	%	Score	N	%	%	: %	%	Score
All Students	112	0	0	112	4	4	50	45	47	42	11	10	540	181	2	37	45	15	538	13,395	6	35	45	14	538
Gender						:										:	:	1				:	:		
Male	51	0	0	51	1	2	17	33	28	55	5	10	539	90	1	27	52	20	535	6,914	3	28	50	19	535
Female	61	0	0	61	3	: 5	33	54	19	31	6	10	541	91	3	: 47	38	11	540	6,481	9	42	41	9	541
Not Reported	0	0	0	0		:	33		13	, ,,		. 10	341	0		. 47	. 50	! "	340	0,401		42			341
Race/Ethnicity																		1							
Hispanic or Latino	1	0	0	1		:	İ	:			İ			1		:	:		İ	219	5	31	49	16	537
Not Hispanic or Latino			-	_		:		:						'		:	:				-				
American Indian or Alaskan Native	1	0	0	1										1						117	1	21	50	29	532
Asian	0	0	0	0				1		:				1 1						238	8	40	39	13	540
Black or African American	1	0	0	1			İ							2				1	İ	384	2	24	42	33	532
Native Hawaiian or Pacific Islander	0	0	0	0				1						0				1		13	15	62	8	15	545
White	108	0	0	108	4	. 4	49	45	45	42	10	. 9	540	175	2	. 38	45	15	538	12,269	6	35	46	14	538
	100	0	0	100	4	. 4	49	. 45	45	42	10	. 9	340	1/5	2	. 30	45	15	330	155	5	34	42	19	537
Two or more races No Race/Ethnicity Reported	0	0	0	0								!		0				!		0) 5	34	42	19	557
LEP Status										:		, ,						1							
Current LEP student	0	0	0	0				1						1						434	4	24	42	30	533
Former LEP student - monitoring year 1	0	0	0	0		:		:						0						20	5	55	35	5	542
Former LEP student - monitoring year 2	0	0	0	0				1						0						15	20	53	27	0	546
All Other Students	112	0	ő	112	4	4	50	45	47	42	11	10	540	180	2	37	46	15	538	12,926	6	35	45	14	538
IEP						:		1								:		1				1 1			
Students with an IEP	26	0	0	26	0	. 0	2	8	14	54	10	38	530	41	0	10	59	32	530	2,111	<1	. 8	43	48	527
All Other Students	86	0	ő	86	4	5	48	56	33	38	1	1	543	140	3	45	41	11	540	11,284	7	40	46	8	540
SES								1																	
Economically Disadvantaged Students	63	0	0	63	3	5	26	41	24	38	10	16	539	116	3	32	44	22	536	6,149	3	26	50	21	535
All Other Students	49	0	0	49	1	2	24	49	23	47	1	2	541	65	2	46	48	5	540	7,246	8	42	41	9	540
Migrant												!						1							
Migrant Students	0	0	0	0										0						6			1		
All Other Students	112	0	0	112	4	4	50	45	47	42	11	10	540	181	2	37	45	15	538	13,389	6	35	45	14	538
Title I								:		:		: :						1					1	!	
Students Receiving Title I Services	23	0	0	23	0	; 0	5	; 22	15	65	3	13	535	37	0	; 19	57	24	533	2,633	2	20	55	23	534
All Other Students	89	0	0	89	4	4	45	51	32	36	8	9	541	144	3	42	42	13	539	10,762	7	38	43	12	539
504 Plan						:		:		:		: :				:	:	1 1				1	1	! !	
Students with a 504 Plan	0	0	0	0		:		;		:				4			:			299	2	24	; 57	17	535
All Other Students	112	0	0	112	4	; 4	50	; 45	47	42	11	10	540	177	2	: 38	: 45	15	538	13,096	6	35	; 45	14	538

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient